NARRATIVE INQUIRY: Understanding Philanthropy: A Journey to Articulate Individual Purpose and a Philosophy of Education.

by

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We accept this thesis as conforming
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ABSTRACT

This thesis articulates a journey to find individual purpose, a search to understand a personal philosophy of education and describes the role of the fundraiser for an independent boarding school. The information contained in this thesis was gathered over a six-year period (1991-1996), from confidential conversations with donors and potential donors to Shawnigan Lake School, from my research into philanthropy and from my reflection on education whilst seeking to articulate a personal philosophy of education. It is demonstrated through research and practice, that far from being a necessary chore, the process of fundraising can become an engine for personal and organizational rebirth and growth.

This thesis is a narrative study. It is grounded in the stories of my endeavor to create an understanding of philanthropy with the staff, the students and the potential donors to Shawnigan Lake School. It describes the fundraising cycle that ultimately leads to long-term philanthropy. Further, it recounts the importance of inclusionary strategic planning, the role of bold dreams and the optimistic belief in the potential of youth.

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DEDICATION

To Cerris and Hannah for their patience and support throughout.

Chapter I:

Introduction: The Search for Purpose

When I first began to consider a thesis topic, I realized that Shawnigan Lake School was a worthwhile case study. I had worked at the school in various roles for eleven years, most recently as the Director of the Shawnigan Foundation. During this time I had developed an admiration for the school, a strong belief in its philosophy and a confidence that its story was worth studying and documenting. Initially, I had intended to study only philanthropy and its impact on Shawnigan Lake School. However, through the process of narrative inquiry, chosen as my method of research, I came to realize that whilst writing about philanthropy and specifically about understanding the fundraising cycle and attracting philanthropic support to Shawnigan Lake School, I could not avoid reflecting on education, the school and where I stood educationally. Further and more importantly, the question of "purpose" constantly recurred. I had taught for 20 years without clearly articulating my educational position and much of my thinking had its genesis 30 years previously when I was inspired to become a teacher. I questioned all my long held assumptions and beliefs about education and myself. What began as a straightforward task became a complex and difficult process because I could not divorce the writing about philanthropy from my search for an understanding of education and an understanding of "purpose."

Through a survey of the literature about philanthropy and education, through writing, rewriting and reflection, I came to understand what was to be my "purpose." Freire's (1985) writings helped me articulate a deep-seated desire that I have grown, through the writing of this thesis, to comprehend. I came to understand that my "purpose" was to be an agent for positive educational change. As Freire states, creating change is a greater challenge than preserving the status quo.

> There are those who would like not to preserve the status quo. They would like to re-create it, to re-invent. Of course, it is easier for those whose dream is simply to reproduce the dominant ideology. This is because they are swimming with the tide. It is difficult to swim against the tide. (p.7)

I have always been stimulated by the challenge to accomplish positive educational change, despite the hurdles that have to be overcome. I speak not of change for change sake, but change that improves the educational opportunities for students. The greatest barrier that I have faced is overcoming defenders of the status quo and educators who seek to reproduce the dominant ideology.

Narrative Inquiry

The study of philanthropy, advancement and fundraising was to be my only focus when I began this thesis work, but as the writing evolved it awakened a desire for

reflection and an unfolding of meaning. I followed Rilke's (1934) advice: "Go into yourself. Search for the reason that bids you write" (p.18). His urging provided the impetus required to write and in writing unravel the threads of life's meaning. In reflecting on my practice and in searching through the literature I realized that the interwoven ideas could not be separated and that I sought to understand their meaning.

Connelly and Clandinin (1990) provided insight into the method of writing that would best serve my purpose: "It is currently the case that each inquirer must search for, and defend, the criteria that best apply to his or her work" (p. 134). Further they state: "Thus we may say that people by nature lead storied lives and tell stories of those lives, whereas narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience" (p.2). The story of the search for meaning and the story of the development of an ethic of philanthropy at Shawnigan are central to this thesis.

Seidman's (1991) viewpoint regarding narrative also proved helpful: "Recounting narratives of experience has been a major way throughout recorded history that humans have made sense of their experience" (p.2). This was certainly true for me as I wrote and reflected on my narratives. Sifting through the narratives and eliciting meaning enabled me to clarify my understanding of my "purpose". In the writing and rewriting Estes' (1991) thoughts were particularly insightful: "The teller never knows how it will all come out, and that is at least half the moist magic of story" (p.20).

The narratives encountered in this writing derive from several sources: my search for an understanding of education, the unfolding story of advancement at Shawnigan Lake School, the school's history, the story of our donors and potential donors, the story of our staff and my story. I found that my own story changed in the process of writing these narratives. As Connelly and Clandinin (1991) acknowledge, narrative researchers are "living their stories in an ongoing experiential text and telling their stories in words as they reflect upon life and explain themselves to others" (p.128). This has certainly been the case as I have worked to write this thesis. Using narrative inquiry as the method to search for meaning I have winnowed the strands of my educational philosophy and have woven them into a coherent shape. In writing broadly at first, a multitude of questions surfaced about my educational stance. I reflected on the reasons that compelled me to become a teacher and in so doing worked to answer the questions my writing and reflection posed. I wrote about my understanding of and my commitment to independent boarding school education. I came to understand that the process that evolved had its origins in my childhood. Further, I wrote about my early educational experiences both as student and teacher and realized that throughout my teaching career I had always sought to create educational change. Perhaps the most profound realization was that as a change agent, I had to focus inward as much as outward. The reason why is articulated by Pinar (1988):

> The process of education is not situated--and can not be understood--in the observer, but in we who undergo it. In its extreme formulation, truth itself

> lies in the revelation of self to situation, knower to known, in the mode of consciousness which allows the situation to articulate itself, allows the qualitative to surface, the problematic to be resolved. (p.150)

Pinar clearly equates meaningful education with a participatory activity and declares that meaning requires participation, but may be delayed until reflection is possible. Narrative inquiry systematically provides opportunities to document, reflect, revisit, deliberate, elaborate, articulate and retell. I understood that independent schools that seek to retain their vibrancy must have a clearly articulated and successful advancement strategy. I was able to define "my purpose" and also I was able to articulate my philosophy of education. The writing and reflection will continue long after this work is complete. Connelly and Clandinin (1990) suggest: "Anyone who has written a narrative knows that it, like life, is continually unfolding, where the narrative insights of today are the chronological events of tomorrow" (p.139).

The writing and reflection contained in this thesis evolved during a six-year period that began on July 1st 1990 and ended on August 30th 1996, a six year period in which the key administrators and board members of Shawnigan Lake School began to understand that progress could be achieved if strong financial support was available. During this period Shawnigan moved from the time honored "Capital Campaign" mode of fundraising to a "Major Gifts" initiative. A "Capital Campaign" is an extremely efficient method of arranging philanthropic support, if a broad based advancement strategy has

been in place for a period more than ten years. Shawnigan adopted a "Major-Gifts" initiative since the work required for a "Capital Campaign" had not been attempted. In the six-year process Shawnigan changed from an institution that reacted to change in educational thinking, to one that has a clear understanding of its potential and has itself become a catalyst for educational change.

Ethical Considerations

This thesis contains information regarding individuals who have made significant financial contributions to Shawnigan Lake School. In order to provide protection for donors who seek anonymity and to maintain consistency within the text, all donors discussed have been given pseudonyms, with the exception of Joe Grey, mentioned in Chapter 5, who wished to be named. Chapter Four discusses the philanthropy of William and Stephanie Moffat (pseudonyms). Their gifts occurred, but the details of their giving have been fictionalized to protect their identity.

The data used to support my writing were drawn from confidential conversations with donors and potential donors to Shawnigan Lake School. The conversations were documented at the conclusion of each cultivation or solicitation meeting. The historical data about the school were culled from the school archives, from Rough Diamond, an oral history of the school written by Jay Connolly and from Shawnigan alumni. Bill Samuel's thoughts have been recollected and reconstructed through the reflection and writing. I

have used the Arial Font to distinguish the quotations of Samuel and all donors. All donors whose stories and thoughts are included have read the appropriate parts of this document.

Chapter II:

Inspiration Awakened

At an early age I realized that I would make a career in education: I remember vividly the day that I decided to become a teacher. My career direction was crystallized by an experience that occurred in the ninth grade English class of Bill Samuel; he was reading to the class from his favorite novel, Dickens' Pickwick Papers. The adventures of Snodgrass, Tupman, Pickwick and Winkle always enthralled us; he would read in every class and he had the ability to transform his boisterous charges into lambs; he made literature come alive for us. I remember looking around the room and realizing that he had captivated everyone, and that he always did. What a wonderful gift of magic he possessed! From that day I dreamed of becoming an English teacher with the artistry and passion of Bill Samuel. Bill Samuel did not merely teach English: he taught life. Yes, we mastered the concepts of grammar that the ex-coal miner taught, but more importantly through the literature he taught, we learned an optimistic philosophy of living. His unquenchable belief in the power of education always shone vividly. The central principle of this educational philosophy was his optimistic belief in the individual's ability to solve the increasingly challenging problems that face humankind. We discussed cancer, polio, J.F.K., nuclear war, the meaning of life, hunger, illiteracy and of course rugby. He was a passionate idealist, a dreamer of great dreams and was utterly devoid of cynicism.

"Answers will be found if you search; you must never give up the search for solutions, you must never be satisfied with the status quo,

you must question all assumptions, you must question all accepted truths; understand when you cease to learn that you cease to be a positive force for change."

Archbishop Temple's views, quoted by Whitehead (1929) illustrate Samuel's philosophy succinctly: "It is not what they are at eighteen, it is what they become afterwards that matters" (p.13). Samuel, who left school without graduating and spent ten years as a miner, did not believe that a lifetime spent hewing coal underground was to be his purpose. He studied in every spare moment to gain the education he required to enter university and thence to become an inspirational teacher of English and coach of rugby. He believed in discussing philosophical issues in all classes and posed a constant stream of difficult questions to us. Many remained unanswered for decades. This writing has prompted me not only to understand the questions he posed thirty years ago, but also to understand why they were asked and finally to provide answers.

I came to share his optimism and his belief in the power of the individual and for twenty-five years have sought to inculcate this philosophy through my teaching. He taught that each of us has a role and constantly urged us to search for the meaning in our lives.

"You must search to find your purpose, each will be different, but all are important. Some will find the answer early, some will search a lifetime, but

search you must. Your purpose may change as you constantly reflect, but never give up asking the question."

I have relived that afternoon class of thirty years ago a hundred times since I began this thesis work. I see the afternoon class with such clarity. I see all my classmates in their rows. I even think that I can smell the peculiar smell that was distinctive to the school. I had obviously come under Bill Samuel's spell and was becoming aware of his ability to inspire students not only academically, but also to an understanding of the potential that stretched before each one of us. More importantly though, I came to understand the enormous power of education and the critically important role the individual teacher has to play. On that afternoon I understood that I was to become a teacher. Giroux's (1988) challenge to educators resonates loudly: "Educators must work to create the conditions that give students the opportunities to become citizens who have the knowledge and courage to struggle in order to make despair unconvincing and hope practical" (p.128). How can one not reflect on such a provocative statement? How can one not seek to create the change that Giroux calls for?

A Commitment to Education

Teaching was to be my future and not once did I consider any other possibility. I hoped that I could emulate Bill Samuel and become a teacher who inspired students. He constantly stressed that if we continued to educate ourselves and reflect on our newfound knowledge, we would find our purpose. The seeds of this philosophy planted thirty years

ago have blossomed through the process of my writing. The strands of thought have been drawn out one by one, stored, reflected upon, dissected, reformulated, stored again, and once more reflected upon before they have been articulated. But this is a journey I am pursuing and this writing is but a step. Bill Samuel's appeal for a lifetime of learning and reflection has been the warp on which I have woven my philosophic thought cloth. I have realized that the process can be even stronger if writing and rewriting follows learning and reflection.

An Understanding of Purpose

I came to the conclusion quite early in my career that, although I was beginning to become an effective teacher and loved the excitement of the classroom, I was not fulfilling my purpose. As an educator with a passionate belief in the potential of education to solve the problems facing humankind, I became frustrated by the lack of progress that I perceived. I was young, impatient, naïve, impressionable, a dreamer and believed I could provide the leadership required to run a school. Further I believed I could provide the motivation and attract the resources required to enable teachers to become more effective in their teaching. I began to believe my purpose was beyond the classroom. This was not based on a desire for power or control, but in a belief in my ability to create the positive change that was required and in a growing understanding of my purpose. My purpose was to challenge the status quo and create positive educational change. I believed that only by becoming a principal or head would I be able to provide the leadership required. Ayers (1993) helps me further interpret this goal: "It is to choose

the rocky road of change. It is to move beyond the world as we find it, with its conventional, perceived reality in pursuit of a world and a reality that could be, but is not yet" (p.22). Paths walked by agents of change are seldom easy and this has certainly proven true in my case. For ten years I worked to explain Shawnigan's potential to the staff and administration. I experienced great skepticism from both parties when I described the school's potential future. I became a student of independent schools and educational leadership and constantly questioned the status quo. My searching and questioning was positive and rewarding as I assembled my understanding of education. Freire (1973) provides sage advice: "This is our most difficult task if our position in history is not to preserve the past, but to change the present to create the future" (p.7). I sought an educational environment that would permit me to become an agent of change.

A Change in Direction

I left the public school system after ten years and became an independent schoolteacher. I perceived that within Canadian independent schools there was greater opportunity for the individual to create change. I did not seek an easier path but an educational milieu that permitted me to put my evolving philosophy of education to work. As Ayers (1993) admonished: "It is important to be a dreamer and a doer, to hold onto ideals but also to struggle to enact those ideals in concrete situations" (p.131). Ayers' philosophy parallels my educational stance. Without 'dreams' we have no future, and education is about the future, the future that our students will work to create. How can

one be an educator if one does not dream about the optimistic potential of students? This dream continues today. I became a student of independent school education and sought to understand every aspect. I laid out a career path that I hoped would result in achieving my ultimate goal: becoming the head of an independent boarding school with the ability to inculcate my educational philosophy. I intended to staff a school with passionate, optimistic, idealistic questioners of the status quo, educators who believe in the potential of each individual, educators who will work in an inspirational environment to challenge their students to a lifetime of learning, responsibility and service to humankind. With the aforementioned goal in mind I applied to Shawnigan Lake School for employment and began my career in independent education there in 1982.

Samuel's advice to constantly reflect has proved sound. Greenleaf (1996) also suggests reflection: "The questions will be peculiar to each searcher, and they will probably change as the search progresses. We can get suggestions from the records of other seekers; but in the end, we must ask our own questions" (p.43). Although my 'purpose' to provide change has not wavered, my method of accomplishing my goal has altered as I have reflected and written in search of 'purpose'. I once believed that only by becoming a head could I provide the positive educational change I sought: I have learned that by creating relationships between Shawnigan and committed philanthropists I can be equally effective in achieving my goal.

CHAPTER III:

Shawnigan Lake School: A Philosophical Commitment.

I open this next chapter not with an apology, but a statement of fact. I do not hold Shawnigan Lake School nor independent education to be superior to any other form of education--it is simply my chosen educational milieu. The independent boarding school is where I seek to engage in my 'purpose'. My constant reflection on and my commitment to independent boarding school life has deepened with my understanding of Shawnigan's philosophy and in witnessing the effect of the school on the students who have attended. I have luxuriated in the commitment and all-engulfing nature of boarding school life for fifteen years and have come to understand that I will spend the rest of my life within its traces. This indeed was the educational milieu I had been seeking. During my fifteen years at the school I have worked to understand every aspect of independent school life with one goal in mind, to become a head, so that I could create the educational change that I was seeking. I spent five years as a House Director, two years as a Director of Advancement and one year as Deputy Head. Throughout this period I also taught English, coached various sports, and for eight years organized all the discipline procedures at the school. For the last three years I have been the Director of the Shawnigan Foundation. My plan was to spend sufficient time in each avenue of school life to master its intricacies and understand its role in the boarding school jigsaw.

What has transpired since entering the field of advancement is that I have come to realize that by securing philanthropic support for Shawnigan, I can be a positive agent for change and that I can enable teachers to become more effective in their teaching. This goal can be accomplished by providing inspirational teaching spaces, by securing funding for technology, by providing funding for further study and by providing funding for professional development. As mentioned in the previous chapter my goal of becoming a head has been channeled in a new direction, as I have witnessed the significant change that has occurred at the school as a result of the growing philanthropic support. I intend to dedicate my career to ensuring that Shawnigan has sufficient philanthropic support to accomplish its goals.

Lonsdale's Vision

The school's philosophy of education, unchanged since the school was founded by C.W. Lonsdale in 1916, has never been more relevant and is the reason I am committed to the school. Lonsdale was a visionary who carved Shawnigan Lake School out of the forest, often with his bare hands and the support of his early students. Emerson's (1841) words certainly ring true regarding Shawnigan, "An institution is the lengthened shadow of one man" (p. 29). Lonsdale believed that an education had to include not just a challenging academic curriculum, but that the fine arts and sports were also vitally important. Above all he believed that the students of the school had to be challenged to play a leadership role in society. Further, the school does not seek to attract a narrow band of gifted students; it seeks students who are able to handle the university preparatory

curriculum. Many of our students earn entry scholarships into North America's most prestigious universities with ease, but others achieve acceptance only after five years of support and struggle. Not only does the school seek to attract students of a diverse educational background, it also seeks to attract students from a broad economic milieu. Shawnigan enrolls the sons and daughters of extremely wealthy individuals, but also students whose parents have mortgaged their homes so that their children can attend. The school seeks a mix of students that is representative of society. The school has always attempted to offer a well-rounded program that promotes academics, athletics, as well as fine arts to students from differing academic, cultural, and economic backgrounds.

The school attempts to educate its students to an understanding of their responsibilities in trying to provide answers to the perplexing challenges that face the world and in setting new standards in all avenues of endeavor. This is not promotional rhetoric, but a realistic belief in the power of the individual to create change--change that is increasingly apparent at Shawnigan today. A well-worn Chinese proverb springs to mind: A journey of a thousand miles begins with but one step. The school believes that its students have a responsibility to attempt the journey: leadership of the scout pack, leadership of the multi-national corporation, political office, local government representation, the challenging of current beliefs, the search for desperately needed solutions to our health problems and philanthropy. Education is so much more than concrete knowledge; concrete knowledge is important, but not as important as what can be achieved as a result of knowledge. Certainly as a key to increasingly higher levels of education, a body of

knowledge provides a stepping stone. However, the true value of education is the understanding that each of us has a role to play, a responsibility to humankind, a responsibility to improve the world for future generations. Schools must be in a position to ask difficult questions of their students--difficult philosophical questions that relate to their future roles in life. Greenleaf (1996) provides sound counsel:

> The requirements of responsibility are internal rather than external. Responsibility is not seen as an act of conformity. Rather, it is the key to inner serenity. Responsibility is not tested by a formula, a code or a set of rules. A sense of responsibility is an attitude, a feeling. It is an overriding point of view, the color of the glasses through which one sees the world, the frame of reference within which one's philosophy of life evolves. (p.42)

High school students have but an underdeveloped foundation of experience, but philosophical questions about life's meaning have to be posed, just as Bill Samuel did thirty years ago. Greenleaf enunciates an optimistic view certainly, but as discussed earlier, to be involved in education demands optimism. He challenges us to look inside ourselves to find an understanding of personal responsibility.

It may seem through this writing that I believe Shawnigan to be an educational utopia--this is very far from being the truth. The administration and staff of the school

encounter challenges on a daily basis, as they endeavor to provide an education of relevance; the work of ensuring that the students of the school gain a pertinent education will always remain. There remains a multitude of daily, weekly, monthly, yearly challenges, some mundane, some visionary; these challenges must be dealt with if the school is to continue to prepare students for the challenges of the future. Shawnigan does not hold all the answers, but then no school does. The school is not immune to any of society's ills: every year it deals with students who bring drugs or alcohol to the campus; every year it deals with theft and bullying. Adolescents will challenge every rule, standard and code of behavior; Shawnigan deals firmly but compassionately with transgressors.

The school does not shrink from values education and attendance at four chapel services a week is compulsory. The chapel provides a forum for the discussion of Christian values and the school chaplain, staff, students and visitors discuss topics pertaining to life's meaning. Greenleaf 's (1996) thoughts echo strongly: " My primary purpose is to widen the perspective of young people who face moral choices of how to use their lives well in a progressively more structured, more complex, more organized world" (p.266). Greenleaf's ideas are central to my understanding of education; there has to be in education an opportunity to involve students in the philosophical realm of moral choice. As surrogate parents we have to understand and fulfill our responsibility to inculcate a common set of shared values. Samuel's appeal resonates strongly once more as I reflect on his probing questions about 'purpose'. Boarding schools have the

opportunity to involve students in a dialog that does not end with the academic day. Opportunities present themselves from wake-up at 6:45am until 11:00pm, seven days a week.

Shawnigan Lake School seeks to be in the forefront of Canadian Independent schools. It has been given the opportunity to provide leadership by our donors. Ned Larsen, the school's head boy in 1943 and third headmaster, quoted by Connolly (1991), appealed to the board of governors on November 17, 1966. That appeal resonates even more strongly today: " There exists the potential at Shawnigan which could be developed into the finest school, in every respect, in the country; this is our legacy--it would be unworthy of us not to accept it" (p.249).

My challenge as Director of the Shawnigan Foundation is to ensure sufficient major and planned-gift funding to enable Shawnigan to become a catalyst within the Canadian Independent schools network. Just as I believe students have a life-long responsibility, so do institutions that are privileged. I seek to enlist donors to embrace the school's bold dreams and become partners in the journey to provide for our students an outstanding educational experience. This lofty goal may sound once again like promotional rhetoric, but the greater the donors' understanding and belief in the school, the greater their support of the school's recently completed bold strategic plan. My belief in the school's ability to demonstrate educational leadership to our sister independent schools is not naive; it is anchored in the reality of our success in persuading donors to commit to the

school's strategic long-term plan, developed during the 1996 school year. By donating increasingly large sums of money to the school, donors are showing their optimistic belief in the school's future, the future potential of our students and ultimately an optimistic belief in education.

Chapter IV:

The Education of a Philanthropist:

The Education of a Fundraiser

The philanthropist glimpses an ideal community and senses an opportunity to move towards it by assuming a 'duty which he lays upon himself.' The ideal community, which is felt to be 'implicit' in this world, haunts the generous nature, and carries a sense of obligation which transcends any claim that his actual social order fastens upon him. It is an ideal world that lays the claim upon him, but it is an ideal world which grows out of this world and its undeniable implications. (Mead, cited in Martin, 1994, p.79)

No experience during the last five years has had the educational impact on me as has my relationship with William Moffat and his family. I have included the description of their transformation, not only because it is central to my education, but also because it chronicles the ultimate in fundraising--the development of committed philanthropists. Prior to enrolling their daughter at Shawnigan they had not made a single major philanthropic gift, yet in a very short period of time they have become true philanthropists. They have realized through their philanthropic gestures to Shawnigan that the experience can be extremely rewarding. As Odendahl (1994) says:

> Extremely wealthy people are used to being approached on a regular basis to support a multitude of causes; the opportunity to become involved with a well-run philanthropic institution they have great fondness for, is an opportunity they will not turn down. (p.276)

Attracting a major gift to an institution is usually the result of a lengthy period of cultivation and solicitation; this certainly was not the case with William. He was an alumnus of the school, but had not been in contact with the school for twenty years prior to enrolling his daughter. But through my growing relationship with both William and his wife Stephanie, and the stewardship of their gifts, they have come to understand how the school works and have become passionate disciples of the school, its philosophy and its mission. The Moffats funded the construction of a major school building that houses all the physics, chemistry and biology that is taught at the school.

The Moffats have been powerful catalysts as they have seen their philanthropy attract fellow donors; they have witnessed the positive educational change that has occurred as a result of their commitment. I have come to understand and support Panas'(1988) opinion regarding philanthropists:

> There are men and women out there, waiting to be asked to give to your cause. Major donors. They are men and women of immense personal resources, greater than ever before in our history. They are waiting for

> the right opportunity and a great dream for their personal, quiet, spiritual, and philanthropic commitment. (p.57)

I wondered how many potential donors there were connected to the school and pondered on Panas' advice (1984). That there were sufficient donors to fund our strategic plan became obvious during my discussions with the school's other significant donors. The bolder the dream for Shawnigan that I unfolded to them the more committed they became. The more time I spent in their company the more they became willing to impart information about their personal resources.

William was identified by a close friend, a fellow Shawnigan alumnus, who understood the role that philanthropy can play in education. He suggested that the Moffats had the potential to make a significant major gift to the school and that I should begin their cultivation. I began the process of cultivation on the day they enrolled their daughter at the school. Fortunately, I had the opportunity to chat with them briefly on opening day and mentioned that I traveled to their home town, on a regular basis, as there was a large alumni population living there. In virtually every instance developing the opportunity to meet with a potential donor for the first time is the most difficult aspect of fundraising. The first meeting is of critical importance. Despite the obviously artificial beginning, the relationship has to be built from the first moment. Growth in the relationship depends on identifying a myriad of common interests. William invited me to telephone him when I was due to travel to his home town next.

One month later I telephoned William and mentioned that I wished to accept his invitation to lunch and the opportunity to bring him up to date with the school's plans. We set the date and met for lunch. The two-hour lunch gave me the opportunity to learn more about William, begin the cultivation process and build on our relationship. He had not kept up his relationship with the school after graduation and had visited three boarding schools before his daughter had chosen Shawnigan. He discussed the fact that he had not had a very positive experience at the school, despite the lifelong friendships he had made. He did however, discuss the values that the school promoted and commented that those values had seemed not to change. During lunch we chatted about the school and his daughter's impressions after a month at the school. "*The school has certainly changed since my day.*" I was delighted by the progress that had been accomplished. I was eager to end the lunch and offer to repay the debt when he next visited his daughter. However, William had different plans; he leaned over the table and asked what the lunch meeting was about. I began to explain, but he cut me short.

> *I know what you do John! Stephanie and I wondered how long it would be before you contacted us. I wouldn't have agreed to meet you unless we intended to be supportive. Schools like Shawnigan have to raise funds and someone has to do the asking. Now what projects does the school have planned and how can we help?*

He mentioned the fact that they meant to be supportive of the school's fundraising efforts as they were impressed by the early experiences of their daughter. He then asked

me to describe the plans for the upgrading of the school buildings, which I was able to do. Once I had completed describing several potential projects I sought to bring the discussion to a close, as I had already accomplished a great deal. I did not know what their potential for giving was and I did not want to ask for too much or too little. I recalled the advice of J.D Rockerfeller, the great American philanthropist:

> It is a great help to know something about the person whom you are approaching. You cannot deal successfully with all the people in the same way. Therefore, it is desirable to find out something about the person you are going to approach.

I knew that what Gliha (1993) terms "effective prospect research" (p.41) was essential in building productive, long-term relationships between institutions and prospective donors.

But William was not stopping. He asked for a total list of the projects that required funding. Knowing that the gain or loss of a donor hung on my response, I swallowed hard and listed the most expensive project at $3.5 million and the least expensive project at $250,000. I felt very uncomfortable with the discussion as I was out of charted waters, but there was no possible way of avoiding the situation and so I ploughed passionately ahead. He stated that they were not interested in joining a project that had several donors, that they wanted to fund a project themselves; that immediately moved them to a donation of a minimum of $1 million. His final comment was that the donation was to be

completely anonymous and that the project should be completely handled by the school and be completed as soon as possible. He further stipulated that he expected me to be the only person that they would confer with.

I relive the memory of the day frequently, as I have attempted to understand why the Moffats committed themselves to such a big gift after only a brief relationship with the school and me as its representative. If a $2.5 million donation could be secured after just one meeting, what could be accomplished with a long-term program of explaining the school's strategic plan and the opportunity to build a long-term relationship?

I returned to the school, and after discussions with a disbelieving but deliriously happy headmaster and chairman of the board, prepared three submissions for the Moffats. I returned to present them two months later. Panas' counsel (1988) echoed strongly as I prepared to ask them for their gift: "Few actions of consequence in the world have been accomplished without passion. Securing a large gift is not the result of mechanical procedures and routinized presentations. It is the drama! The excitement! The passion!" (p.124) I spent a month planning and preparing for the evening with the Moffats. I role-played the presentation countless times and I attempted to ensure that I had an answer for every possible question. On this occasion I stayed at their home and presented concept sketches and projected costs of three projects to them. Moments into my presentation, I abandoned the well-prepared script. Why? It was as if I had prepared, not for a month, but all my life for this moment. I think I overwhelmed

them with my passion for education and Shawnigan. After I had completed my presentation, they asked me which project was most important to the school. I answered that the science facility was the most critical.

Stephanie launched into a stream of questions and comments about the teaching of science and the importance of science education for girls. She held strong views about science education and philanthropy. I began to realize the importance of Stephanie's role in their growing understanding of their philanthropic ability. She clearly supported Panas' views (1984) regarding women and philanthropy.

> Give serious thought, to initiating your discussion regarding the gift with both the husband and wife, even though only one partner may be particularly interested in your program. Otherwise, you run the risk of having the potentially teachable and interpretative discussion take place without your being present to run the interference, respond to questions, and overcome objections. (p.174)

Both William and Stephanie answered immediately that if the science facility was so important and that if a reasonable budget could be worked out, that they would be delighted to support the project. The excitement of the evening was intoxicating! William and Stephanie visited the school four times during the construction period and I visited them three times at their home. I also completed over fifty telephone calls to them.

Every telephone call or visit provided me with the opportunity to discuss the school and the impact of their philanthropy. I also sent them photographs weekly of the progress being made during construction.

The process of cultivation and solicitation has enabled me to develop a very close relationship with the Moffats, a relationship that became richer with every visit. Because my time is devoted exclusively to major-gift fundraising, I have been able to spend hundreds of uninterrupted hours discussing the school and philanthropy with them. Recently I have began a conversation with William and Stephanie about their next philanthropic commitment to the school, heeding Panas' advice that, "Your best prospects for a gift are those who have already given to you. This tenet is flawless, even if a sizable gift has been made to your institution" (p. 37). They have a copy of the strategic plan, as do all potential major donors and they understand how much financial support the plan will require for completion. Their copy of the plan is well thumbed and they are extremely knowledgeable about all aspects of the future direction of the school, as we have spent hours dissecting each project. Through my many discussions with William and as my relationship with William and Stephanie has grown, I have been afforded the opportunity to discuss the role of philanthropy with complete openness. They have even borrowed several texts that I have used in the research for this thesis. They have discussed the ability of their two children to continue the growing family tradition of philanthropy. The Moffats at first did not discuss their philanthropy with their children, but as they have become more involved, they now include them in their discussions with me. If the

relationship of trust continues with the family there is no reason for their philanthropy towards Shawnigan to end. I am confident that when this next project has been identified, planned and completed that the Moffats will then be ready to consider a third philanthropic gesture.

It would seem that the school and its students and staff are the only beneficiaries of the Moffats' largess, but in fact they have also themselves benefited greatly in the process: the Moffats have learned that they have the ability to create positive change with their philanthropy. To see the joy in their eyes when they look through an album of photographs of students and staff benefiting from the program they have funded is a heartwarming experience. As they are anonymous donors they have not been recognized in any way, except by the headmaster and myself. They are concerned that their anonymity be preserved, so great care has to be taken to ensure their privacy. I provide anecdotes to them about the use of their building and discuss how it has improved our ability to teach science. They have vicariously experienced the impact of the building through the eyes of their daughter who uses the facility almost daily. More importantly though, philanthropy is providing further meaning to their lives.

> *Our focus in business has altered completely: Stephanie and I think now about the change we can create through our financial success, not on how much we can accumulate. We plan how we will use the proceeds from our businesses to fund further projects at Shawnigan. But not only at Shawnigan, we are beginning to*

look for other opportunities also. We involve our two children in these discussions and explain to them the perils of great inherited wealth.

With their first gesture they have had an enormous impact on the teaching of science at Shawnigan and have enabled the teachers to teach with the latest technology and the students to benefit from a stimulating science environment. They are also aware that their gift has enabled me to discuss philanthropy with many other potential philanthropists and that their gift has been a catalyst to further giving. Donors need to know that they are not the only philanthropists involved, they need to know that others share their dreams of the school vision and are prepared to provide equal support.

My relationship with William and Stephanie has grown into one of friendship and trust, and a belief in a common vision, a vision that grows increasingly brighter. I visit them monthly, I speak with them at least once a week on the telephone. I reflect constantly on the nature of my relationship with William and Stephanie and as it has deepened I have been able to discuss with them the reasons for their philanthropy. William made the following comments after one extremely fruitful meeting. I had been able to inform them of a gift that had come to fruition with a supportive Shawnigan family; the gift was the result of the family witnessing the positive addition of the science building. They were thrilled with the new gift and in the discussion that followed I asked them specifically, why they had supported the school so quickly.

You approached us at a time in our lives when we were questioning what we were going to do with all the money that was pouring in. Initially we were only concerned with amassing wealth, but that soon lost its meaning. We had already agreed that our wealth posed a serious risk to our children and we had decided that it was a burden they did not need. There are countless examples of the destructive force of great inherited wealth. We were looking for a vehicle to begin our philanthropy. Our relationship with Shawnigan has provided us with a safe first step; we have experienced great joy from this first act of giving. We enjoy the process of creating wealth, no longer for the sake of the wealth, but for the impact our philanthropy can have on the institutions and causes we care about. In a very short time we have realized that we have the opportunity, the means and the confidence to provide support for the institutions we believe in. We are beginning to understand that not only do we have the ability to give, but that we also have the confidence to educate others to the joy of giving.

Their education towards a life of philanthropy has paralleled my growing understanding of its enormous power. As I have studied, written, witnessed, experienced its power, I have come to understand that we are fellow travelers, on different sides of a common vision. We have found meaning and purpose through providing and securing

philanthropic support. Interestingly they are now ready to engage in a life of philanthropy, yet had I approached them earlier they would not have responded, as generously, if at all; they were simply not ready. Their readiness for a life committed to philanthropy has paralleled my readiness to ask. My confidence in the relationship with the Moffats is based on my belief in education and my desire to create positive change at Shawnigan. My understanding of the philanthropic process has clarified during the research and writing of this work and has enabled me to speak about education and Shawnigan with confidence, a confidence that was simply not possible earlier. My readiness to ask confidently for a large gift coincided with their readiness to give.

CHAPTER V:

Philanthropy: The School Staff.

The morning in 1991 when I presented my first Annual Fund request to the Shawnigan staff was an enormous disappointment to me. I had spent a great deal of time preparing a brochure and letter for the staff enumerating the reasons why they should support the Annual Fund and I had spent a considerable time readying myself for the presentation. I asked the staff to support our financial aid program, a program that enables students to benefit from a Shawnigan education, who would otherwise be unable to attend. I expected them to strongly support the appeal. How naive I was! The request was a failure as only two people responded positively: the head and myself. All remaining brochures were thrown into the recycling bins. I was extremely discouraged as I had learned from texts and colleagues that staff support for the Annual Fund was critical in creating long term philanthropic support for the school. Donors, the individuals who will ultimately fund our strategic plan and vision for the future, must feel that they are not the only ones who are supportive. Virtually every key donor has asked me how supportive the staff is. I had naively expected the staff to also understand the importance of their giving.

I recounted my disappointment to an alumnus, a member of the Board of Governors, whose family has long been linked to philanthropy at several institutions and who had already made a significant gift to Shawnigan. I expected him to be very disappointed that

not everyone shared his philanthropic commitment, but he took the news in his stride. He said that he was not surprised and that I should not be so despondent.

> *You will find donors far easier to persuade than your staff. Do not forget the school is a very demanding taskmaster, staff are expected to immerse themselves in every aspect of school life. Not only do teachers have to teach a full teaching load, they also have to coach a sport, or lead a fine art in three terms. They have to do evening duties in the residences and advise ten students and constantly report their progress to their parents. Then after all that you ask them for money! Be persistent! But be patient! When you enjoy the full support of your staff you will have persuaded your most difficult audience. Attracting major donor support will pale in comparison.*

This chapter discusses the importance of educating the staff to understand their critical role in the creation of an environment that engenders philanthropic support. The staff who were skeptical six years ago of our ability to raise funding for the school and who certainly did not support the Annual Fund are now becoming committed allies as they see the obvious connection between philanthropic support for the school and the increased opportunities for themselves and the students they teach. The entire staff has been involved in the completion of the strategic plan that outlines the bold goals the school has set. Their growing confidence and ownership in the direction the school is taking is

infectious. Parents continually comment on the positive tone that pervades the school, a factor borne out strongly in the survey given to new families who choose to attend Shawnigan.

Prior to beginning the Capital Campaign in 1991, the following statement was made by an anonymous staff member during the compilation of the material required for the Ketchum Inc. Feasibility Study (1991), "It hasn't been realistic in the past. We've tried before and failed, and I'm afraid of another disaster" (p.56). The study was commissioned to gage the level of philanthropic support available within the Shawnigan family. The remark accurately summed up the thoughts of the staff, the majority of whom had witnessed the fundraising fiasco in 1982, regarding our ability to raise funding. The comment also summed up the confidence many of our staff had in the future of the school.

I recovered the Annual Fund brochures from the re-cycling bins at the end of the school day and retreated to my office to reflect on the response of the staff. I should have predicted their response as an educator. Why should they have given! They certainly had not been educated to understand their role in attracting philanthropy to the school.

Obviously I needed to develop a long-term strategy to win their support if I was to create the philanthropic climate necessary to attract major-gift support. I returned to the

literature on Annual Fund and telephoned several colleagues at schools whose Annual Fund totals were significant. I was amazed that at only one school was the staff very supportive and that support had taken a decade to muster.

I developed a strategy of speaking to all staff members who were in administration, and that I felt could be supportive. I spent an hour a day talking to the staff I had identified and slowly encouraged them one by one to support the Annual Fund. I realized that I would have to adopt this strategy with every staff member. I heard the comment, or close versions constantly: "I give a tremendous amount of time to the school, and now you expect me to give money." Not only did I fail to get them all to support the program, several were aggressive in their denials. Many saw the request for support as an affront, as they considered that they already made an incredible contribution to the school.

Paradoxically, the staff ultimately benefits as much as the students from the fundraising. Our students are at Shawnigan for a maximum of five years, whilst many staff spend in excess of twenty years at the school. They teach small classes of motivated students, in well equipped, modern facilities; staff children receive an education for a fraction of the cost of full tuition; the staff receive annual pay increases and funding for further study and sabbaticals, which positively influences their teaching effectiveness, but more importantly they teach in an extremely positive environment. The staff has to be continuously educated to contemplate their role in the creation of an ethic

of philanthropy at the school, because they have an enormous influence over the students they teach. After all it is our alumni who will fund the school's future.

During the first Annual Campaign, a bold donor who obviously did not care about staff support donated the expansion to our chapel; a $250,000 gift that not only permitted the school to sit in comfort in chapel, but created an inspirational space at the school. The staff saw the gift as a once-in-a-lifetime expression of support and discounted our ability to gain further support.

At the end of the first Annual Fund campaign I had persuaded nine of the staff to give their support. The second campaign began far more positively and fourteen staff gave without prompting. I continued to solicit and educate the staff individually and by the end of the second year thirty percent had supported the campaign. I had also recruited several of the staff to become my allies in my attempt to gain staff support.

The funding for the new science facility bolstered the confidence of the staff in the school. When the third philanthropic commitment was made by a donor to fund a new waterfront center to house all our rowing and sailing, it was not possible to discuss once-in-a-life-time gifts, because the donor of the waterfront center was the alumnus who had funded the chapel expansion. The staff became far more approachable regarding their support and many began to discuss with me the plans they were formulating for their departments.

For my third Annual Fund campaign I persuaded a senior member of staff to become campaign chair and I did not involve myself in the solicitation. At the end of that campaign fifty percent of the staff were supportive. Not only were the staff becoming more committed to the annual campaign, our parents and alumni were increasing their support. The Annual Fund was becoming a tradition and the levels of giving increased dramatically, so much so that by the end of the fifth campaign 75% of the staff were supportive. The comment made earlier by the alumnus was proving to be correct and I was becoming far more comfortable in the solicitation of major-gifts.

The staff could also see the correlation between their giving and the students we were able to attract to the school as a result of financial aid. The staff was beginning to see the school in a very different light and realized that the school's future would be very different if the school were able to attract continued philanthropic support. Joe Grey, a Shawnigan veteran teacher made the following comment:

> *Our success at fundrasing has given the whole school a confidence in our future, a future that I'd like to be part of. Teachers are beginning to think boldly about their teaching, with the understanding that not only is innovation possible, that the funding required is now available. What a change!*

There is no greater supportive gesture that the staff can make than to endorse and support the Annual Fund, because when they commit to the school philanthropically, as

well as with their passionate involvement, the ethic that is required to enable the shared vision will have become a reality; this reality however is far from complete.

Needless to say I have been aided in attracting staff commitment to the Annual Fund by the obvious support of our major donors. I have reported the comments of major donors to the staff regarding the importance of their giving. Spouses have also come to understand the need for support. I have completed discussions with every staff member regarding their contributions. When new staff members join the school our advancement strategy is discussed with them. I have had the opportunity to dispel several myths regarding the use of staff contributions, to ensure them that every dollar they donate supports student financial aid. Financial aid is provided to enable students to attend Shawnigan who do not have the ability to pay the fees required.

Our staff has become believers in the concept of advancement because the fund-raising has effected virtually every staff-member. They understand that they have to make an investment in our advancement program if the school is to be successful in attracting philanthropic support elsewhere, support that enables a much brighter future for the school. However, we seek a commitment beyond financial support; we need a philosophical understanding of the role of advancement in the future of the school. Once a donor has agreed on a major gift, the staff who will use the new facility are involved at every stage of the planning and design. They meet with the donor or donors, if they are not anonymous, thereby permitting the staff to experience a feeling of ownership in the

new facility. The faculty has the opportunity to design, within limits, their ideal teaching environment. Few educators are as fortunate! Staff who were initially critical of advancement are now eager to discuss the progress of the fundraising. These conversations provide opportunities for the discussion of the importance of Annual Fund support. I am confident that within two years I will be able to count on complete staff support.

The staff of the school has gained increasing confidence as they have observed the belief that major donors have in the school. Donors are making multi-million dollar investments in a school they believe has a great future. The fundraising has had a direct impact on teachers' ability to teach more effectively, as the facilities they are teaching are either completely rebuilt or renovated; during the construction phase, new educational technology is also added, where appropriate. Currently a donor-funded fibre-optic network is being introduced to all buildings on the campus. It will permit advanced computer communication both within the campus via an Intranet and with databases outside, via the Internet. Staff has a greater confidence in the future of the school--this confidence is obvious in their teaching and this confidence becomes contagious as it is passed on to the students through their teaching. The staff is becoming aware that far from being a negative experience, fundraising can become an engine of educational and institutional rebirth.

Not so long ago when Shawnigan was considered the country cousin of the British Columbia Independent School's Association, our staff sat on the fence and watched

the acknowledged leaders, St. Michael's, Brentwood, and St. George's, with great envy. Our staff wished we were more like the other schools and it is fair to say that we had an inferiority complex. Other schools seemed to understand what they stood for and exuded a confidence in all their activities. When the school began fundraising we were able to accomplish in a relatively brief period of time a feat that the other schools had not been able to achieve. As major donors began to fund new multi-million dollar facilities, the staff began to think of themselves and the school in a different light. They began to consider themselves fortunate to be teaching at Shawnigan. No longer did they consider themselves to be second class citizens, envious of the success of other schools. When they met staff from the other schools they were complemented on the success of the school and they began to realize how fortunate they were to be at Shawnigan. We moved from second rank status to the front row. The understanding that the school is in a position of leadership has had a dramatic effect. The staff is becoming increasingly confident of the direction of the school is taking, and they are comfortable with their role. An example of this leadership was demonstrated at the end of August 1996, when the school hosted a technology conference for the nine sister independent schools in British Columbia. One hundred and forty teachers and administrators attended the four-day conference. The conference dealt with the use of technology in the classroom; the educational possibilities of using the Internet; the development of student home pages; multi-media presentations and the linking of schools involved in cooperative learning projects via the Internet. The Shawnigan staff who use these tools in the classroom daily became aware that not all schools have the required technology nor have an environment

that fosters educational change. Since the conference we have been visited by four of the schools, who are seeking to implement technological change.

Staff confidence is expressed through their teaching and their students sense their enthusiasm. A clear example of the students' enthusiasm towards the school are the improving statistics of student retention. We monitor our retention levels very closely; our intent is to have all our students for five years. When our student body is here for the entire period, we have greater opportunities to inculcate our philosophy of education and our traditions; they also become more committed to supporting the school. In the last three years the retention percentage has improved dramatically, and Shawnigan has the highest level of retention of any boarding school in Canada. Three years ago the percentage of students who left before graduation was 18%. The figure has dropped each year; the admissions office predicts that less than 8% of our students will leave us prematurely this year. Further all available student places for September 1997 were filled on 1st September 1996. Forty students have been accepted for entry in September 1998. Just seven years ago the admissions office was not able to attract sufficient students to fill the school.

The changing perceptions of the staff regarding the school and its future offers an obvious lesson. Initially the fundraising campaign was conducted by a very small group, but with the success we have achieved, we have involved more and more people in the program. They have become partners in the fundraising venture and have become

standard bearers to our students, parents and alumni. They have come to understand that in today's independent school, fundraising is a partner with a dynamic, innovative program; neither can succeed effectively without the other.

Strategic Planning and the Staff

Our staff feels pride in the accomplishments of the school and are setting higher goals for themselves and their students as a result. Not only are they setting higher goals, but their expectations of what is possible have risen greatly. This is equally true of our donors. The positive lesson of involvement has never been more obvious. The administration of the school is involving all the staff in a 24 month long strategic planning process and the results thus far are extremely encouraging. The staff is gaining a clear understanding of the school's direction and is delighted to be playing a part. Aronowitz and Giroux (1993) suggest: "Without a vision of the future there is no possibility for collective transformation in the present"(p.57). The staff who were used to tight financial constraints formerly did not set high budgetary expectations and did not plan for change in their teaching methods or facilities. The impact of donor conviction in the school has awakened an understanding in the staff, that not only is the funding possible for their programs, but that their teaching or coaching facility will probably be upgraded. Staff are viewing their curricula and facilities in a different light. The staff who was critical of our fundraising approach, now seek me out to discuss the plans they have for their departments.

This excitement in the philanthropic process provoked the need for coordinated long range strategic planning. Uncoordinated growth without planning would ultimately have a negative impact on the school. The costs of running the school in the future have to be anticipated. We cannot build a physical campus that is unsustainable financially. Fortunately an anonymous donor has agreed to fund the entire strategic planning process, and a team of outside facilitators has guided us through the process.

The donor realized that our success in fundraising had several potentially negative side-effects: the construction of buildings we could not afford to maintain and the unrealistic raising of expectations by our parents are but two examples. The planning will also ensure that the educational programs and facilities at the school are affordable and appropriate. Every aspect of the school is to be placed under the microscope and the strategic plan that is emerging will have the support of all constituencies. All staff will have the ability to articulate the school's mission as they were involved in its creation. They will also have the ability to discuss with confidence the direction the school is taking and its plans for the future. Staff talk about planned facilities and programs as if they already exist. Their knowledge of and their participation in the planning has created a strong advocacy force. The strategic plan will be completed in February of 1997.

Interestingly, the school's ability to raise money has been dramatically increased as we have begun to show potential donors sound long range planning. Dove (1988) states, "strategic planning is critical " (p.15). He further comments,

> Most donors don't want to know all the details--but they do want to be assured that the organization knows its future and sees a path for getting there. They want to know that the organization is using the skills of the business world, and that they are treating the eleemosynary enterprise in an intentional, organized, and strategic manner. (p. 16)

Philanthropy in Action

Joe Grey has taught at Shawnigan for thirty-eight years and has seen the school experience great success and also great misfortune. In 1972 all staff went without pay for three months as there was no money available for salaries; food for the students was more important. Rowing and drama have been Grey's passions throughout his career at the school. He was instrumental in reviving rowing at the school, after a hiatus of thirty years. He is responsible for the worldwide reputation the school enjoys in the sport. He has also produced twenty-five musical productions ranging from The Pirates of Penzance to Joseph and the Amazing Technicolor Dreamcoat. Grey was skeptical of the school's ability to raise sufficient funding after being involved in several previous failed campaigns.

He bluntly asked me on several occasions, " Do you really think Shawnigan has the ability to raise the sums of money you seek?" I always replied that I did. Joe has watched the building of the donor funded "The Read Crewhouse" a lakefront complex to house

rowing, sailing, and the outdoors program. He also witnessed the building of the Orlandi Center for the Performing Arts, a $4.6 million facility also donor-funded to house drama, dance and all the music taught at the school. He is a bachelor who has given his life to the school and he is considered by all to be a consummate schoolteacher.

Last year Joe sought my advice as he wished to bequeath his estate to the school. He is close to retirement and is delighted by the philanthropic support the school has garnered. He has named the school as the sole beneficiary of his estate, as he has seen the power of philanthropy make an incredible difference to the programs he is involved with. His estate will fully fund a named scholarship; we are currently working out the details of the scholarship. Joe is enthusiastic to help me approach other staff members as he found the process of his gift planning rewarding. Planned giving will eventually dwarf major-gift giving when Shawnigan's advancement program is completely in place. I am confident that Joe's philanthropic support will be the catalyst for further philanthropy by our staff.

Shawnigan has emerged as an innovative leader in independent education; our sister schools now are trying to emulate us as they see the enormous benefits that have occurred at the school as a result of philanthropy, technology and strategic planning. They have sought our advice on technology and the creation of a fundraising program. A

philanthropically committed Shawnigan staff has a significant role to play in enabling the school to reach its potential.

Chapter VI:

Students and Philanthropy:

Creating the Ethic of Philanthropy.

" What is proposed here, then, is essentially a life-long program for cultivating a 'critical compassion' and a commitment to create a more caring society in those who must become the bearers of the philanthropic tradition" (Jeavons, 1994, p. 16).

Michael Stenhouse, a Shawnigan graduate of 1972, had no understanding of philanthropy and its impact on education when he left the school. On his graduation from Princeton University, he was elected to the advisory board that solicits and invests the gift his class will make to his alma mater during their 25th anniversary reunion in 2001. Michael began his support of Shawnigan at the end of his first year at Princeton; his first gift was $10, this year his gift to the Annual Fund was $2,500. If all the alumni annually supported the school as Michael does, Shawnigan would be assured sufficient financial support to fund all its needs. Todd (1995) suggests, "The future of our colleges and universities may well rest with how well we interest, inform and involve students while they are still on campus" (p. 147).

When I contacted Michael in Washington, D. C. in 1993 and mentioned that I would be visiting, he agreed to meet me. Michael is now an investment banker and has the

potential to become a major donor. When we met for dinner, he mentioned that he was aware of the reason that had brought me to visit and that he fully intended to support the school.

> *I have always been grateful for the opportunities Shawnigan gave me. I realized though, that so much more was possible, even when I was in school. When I visited the prep schools of my Princeton classmates, in New England, I marveled at the wonderful facilities I saw. I wondered why Shawnigan did not have an advancement program and I was delighted when I began to read in the Report Card about the support that the school was beginning to attract. I look forward to the time when Shawnigan is equally blessed.*

He mentioned that he was fully aware that his regular support of the Annual Fund had identified him as a potential donor and that he understood that we kept giving records. In fact, he understood the advancement field thoroughly and I had very little educating to do. He mentioned that he was some time away from making a major donation, but that he would increase his support for the Annual Fund appropriately and that he would certainly commit when his circumstances enabled him to make a major gift. Michael mentioned that he would like to endow a full scholarship at Shawnigan, as he had been the recipient of a full scholarship when he attended the school. At the time of writing, a full

scholarship has to be funded at a minimum of $350,000. Michael stated that he certainly would not have been able to attend the school without the considerable financial assistance he received.

> *I would not have known about Princeton, if it was not for Shawnigan. The school broadened my horizons and I will be always grateful for the opportunities the school afforded me. It was a springboard to another world, a world full of further opportunities.*

I meet with Michael three times a year to bring him up to date with the school's progress; I also am in contact by telephone and letter regularly throughout the year. I have to keep him focused on his gift, and there is little doubt however, that Michael will make major donations of an increasing size if we retain a close relationship with him. Michael is an obvious potential candidate to become a member of our board of governors, as he is not only aware of Shawnigan's potential, he is prepared to play a role in ensuring its fulfillment. The very large donation from Michael will not come for at least twenty years. To enable Shawnigan to achieve its potential, long-term relationships with a significant number of potential donors of Michael's financial capability will have to be pursued.

After interviewing Michael I searched the database for other examples of students who had started supporting the annual fund during their first year away from the school; there were only five such students who were identified. There was no surprise when I found that they had all enrolled in universities in the United States. The notion of

support for one's alma mater in the United States is so entrenched that financial support is a natural result of attendance. The philanthropic ethic that Michael experienced at Princeton must be developed at Shawnigan; this is obviously a long-range goal. The responsibility of ensuring that the students who graduate from Shawnigan have an understanding of the power of philanthropy and more importantly that they then proceed to live a life that exemplifies their belief is a formidable task. However, we have already begun in a number of ways.

I contend that students who have been privileged to receive an independent school education have a responsibility not only to support their alma mater, but they should also seek a leadership role in society; this is not an idle fancy, nor a naive opinion. We must strive to create the environment at Shawnigan that Michael Stenhouse became aware of at Princeton, an educational environment, rich in opportunity that alumni seek to perpetuate for their children and future generations of students. Not everyone has the confidence to be a leader, to be a questioner of the status quo, to challenge perceived wrongs, but everyone has the ability to be supportive of the local food bank, or the Red Cross, just two examples of not-for-profit groups that will always require philanthropic support. Every community has a multitude of opportunities for philanthropic work and as the number of not-for-profit agencies increases every year, committed volunteer support is essential for their very survival. Andrew Carnegie's comments written in 1917, in his seminal work, The Gospel of Wealth, are even more appropriate today:

> It is not the privilege, however, of millionaires alone to work for or aid measures which are certain to benefit the community. Everyone who has but a small surplus above his moderate wants may share this privilege with his richer brothers, and those without a surplus can give at least a part of their time, which is usually as important as funds, and often more so. (p.24)

The Shawnigan staff has a vital role in the process of educating students to understand philanthropy. They must look beyond their subject areas or sports teams; they must involve students in a philosophical dialog about their life-long responsibilities. They must be prepared to ask the difficult questions, regarding life's purpose! Questions similar to the one's Bill Samuel posed to his classes. Government's ability to fund social programs is diminishing as the nightmare of debt repayment dawns. If government can not fund these necessary programs, who will? The recent demise of Goodwill Enterprises in Victoria is a sad example of an institution without a clearly articulated vision and as a result a lack of philanthropic support. A question must be posed: Who will now provide for the mentally challenged former employees of Goodwill enterprises? The problems are certainly not going away! The students who are currently in our schools must be educated to respond to the great challenges confronting society.

Every individual has the ability and responsibility to play a part, some small, some large, in creating solutions. Ghandi's premise that man should not concern himself with his rights, but consider his responsibilities, has never been more appropriate. Inculcating

an ethic of philanthropy and responsibility is not easy and certainly not everyone who graduates from Shawnigan Lake School will embrace this philosophy. Josiah Bunting (1991), the former headmaster of Lawrenceville School in Princeton, N.J. stated, "If we are students at Lawrenceville we must not forget that opportunities confer obligations and responsibilities, and that students who have experienced an independent school education have a duty to those who have not been as fortunate" (p. 4). Shawnigan as a boarding school has a greater opportunity to inculcate this philosophy as the students board at the school for five years, and there is far greater time available for teaching. Also the chapel provides opportunities for the discussion of the philanthropic ethic. Our staff need to understand that the academic disciplines that they teach, whilst important, are only one aspect of a whole education. If we are successful in teaching our students an understanding of philanthropy whilst they are at school, there is a greater chance that they will support not only the school but also other institutions that require leadership and financial support.

The current student body has experienced the impact of philanthropy at the school as they have benefited from new and improved facilities. We seek to be in a constant state of construction and renovation at the school and we discuss with the students that the improvements at the school are a result of philanthropy and the growing confidence that the Shawnigan family has in the school. We seek to create the understanding in our students that philanthropy has an immediate impact on the quality of the education available at the school. They have witnessed the construction of The Science and

Technology Center, The Read Crewhouse and the extension to the chapel, they have rowed in donated shells, and accessed the Internet via donated computers: tangible proof of philanthropy at work.

Every student is asked to contribute during the offering at every chapel service. Information is provided to the students as to where their contributions are sent. The school is a very strong supporter of 'Operation Eyesight' and the Mill Bay Foodbank, two institutions where their charitable support is tangible. Each graduation class is asked to provide a gift to the school and over the last three years each class has presented a teak garden bench that has been placed in the school gardens. Each bench is inscribed with a plaque naming the class that provided the bench. As our students use the benches they are shown that philanthropy at the school begins before graduation. The garden bench program was identified as a need during the campus planning. The bench program may appear trite-it is the act of beginning to give that is important. The next step with each class is to seek a gift when they return for their class reunions. We have annual reunions for classes that celebrate their five, ten, twenty, thirty, forty and fifty year reunions. We always seek to have our current students meet with the returning classes and following each reunion we announce to the school what their reunion gift was. A friendly rivalry has begun and each decade reunion seeks to improve on the gift of the previous class. At this time reunion gifts are modest, but there is an obvious upward spiraling trend occurring. Five years ago there was no history of reunions at the school. Today reunions have become a tradition.

We also involve our senior students as volunteers for our Annual Fund telethon.This is an embryonic program, but already we have received very positive feedback from our alumni regarding their effectiveness. We asked them to telephone Annual Fund donors and thank them for their donations. The program permits us to identify potential class captains and volunteers whilst teaching them that their support is critical. I wholeheartedly agree with Paul Chewing (1995), who contends:

> The active involvement of students in the advancement programs of our institutions will ensure that the next generation of students will be able to rely on dedicated alumni who exemplify the best aspects of volunteerism and philanthropy--the ideals of a democratic society. (p.56)

We must devise strategies to involve all grades at the school. Critical to their commitment to the school has to be their belief that the school is worthy of their support; they must graduate from the school recognizing that they have received an outstanding education, in a positive, caring environment. The school has to constantly ensure that the five-year experience is relevant to the student's needs. In the early years after graduation the alumni are swallowed whole by the university experience; after their first reunion they tend to visit the school less and less as they pursue undergraduate life. After university graduation they fall headlong into the challenge of their first job. That is why we seek to implant the ethic of giving before they leave; needless to say their first gifts to the annual fund are quite small, and at the moment few actually give a gift; only four members from

a total of eighty five gave from the class of 1995. We seek to increase the size and frequency of their gifts with each passing year. The key factor is that they begin the process of giving. This may seem an extremely mercenary and crass approach, but the reality of the escalating costs of a Shawnigan education is real. The task of ensuring that graduates continue to receive our mailings alone is enormous; research indicates that the average graduate changes residence at least six times in the first decade after high school. I cannot emphasize too strongly that it is not the money that is important, but the opportunities that are provided for our students as a result of philanthropy.

The recently instituted community service program provides opportunities for our students to experience the positive benefits of volunteerism: our students work in the local food-bank, assist with riding for the disabled, help several local elderly people with their daily chores, and work in the local hospital in the Candy-Stripers program. Only a small number of our students currently volunteer their services, but we eventually plan to make community service a graduation requirement. The school has recently entered into an agreement with Camp Goodtimes, a non-profit organization that provides four weeklong summer camps for terminally ill children who suffer with cancer. The school will provide financial support, busing and accommodation, but more importantly thirty of our students will have the experience of being camp counsellors every summer.

Shawnigan's future depends on a philanthropically motivated alumni; we must ensure that on graduation they understand their future role, a role that must be crystal

clear. They must all participate to ensure the availability of a Shawnigan education for future generations of students by their philanthropy. More important however, than their support of Shawnigan, is their understanding of their commitment to support financially, and to provide leadership for other not-for-profit organizations.

Chapter VII:

A Synthesis

"Who am I? What have I done? What do I Know? If I write it all down I may find out" (Stendahl, cited in Panas, 1988, p. 219).

This thesis, initially begun three years ago, has evolved through constant writing, reflection and rewriting to an understanding of advancement, a reaffirmation of my commitment to independent boarding school education and a clear, but different understanding of purpose. I have followed the advice suggested by Connelly and Clandinin (1990) as I have worked to complete this writing: "It is a helpful reminder to those who pursue narrative studies that they need to be prepared to 'follow their nose' [sic] and, after-the-fact, reconstruct their narrative inquiry" (p.134). This final chapter recounts the critical turning points in the narrative and discusses the five factors identified through this writing as critical for successful fundraising: the creation of relationships with committed philanthropists; the importance of strategic planning; the creation of a strong endowment; institutional advancement; and the role of bold dreams.

Turning Points: A Reaffirmation of Purpose

The search for individual purpose is a journey we should all travel. The search for honesty and meaning in our lives is central to a life fulfilled. If the only result of this work had been the understanding of purpose, I would have been well served; but

so much more has been accomplished. This understanding of purpose is, however, not an end to my journey, but the place where I stand today. The journey I travel has no ultimate destination, because there will not be a time when all independent boarding schools have all the funding they require, or a time when the educational status quo will not need challenging. Life must be a mirror that we view, so that we can reflect honestly upon our paths and plan for our futures. Connelly and Clandinin (1991) state: "Anyone who has written a narrative knows that it, like life, is a continual unfolding where the narrative insights of today are the chronological events of tomorrow" (p.139).

My life-long goal of becoming the head of an independent boarding school has, as aforementioned, changed, as I have reflected on this narrative. All my life I had worked toward headmastership. Granted, I would have not been drawn to advancement, if I had not been seeking to master all the skills required to run a modern independent boarding school. Giving up the goal of a headship was not a change that was the result of any one any particular incident but was more a dawning awareness through my writing for this thesis, my discussions with philanthropists about values, witnessing the change that philanthropy was creating at Shawnigan and a growing sense that becoming a head was not necessary to secure the change that I sought. My goal of creating positive, optimistic educational change has not altered. What has altered is the method of securing the change that I seek. Unfettered by the day to day running of a school, I have had the time to develop the significant relationships that have resulted in philanthropic support that has enabled change to occur at Shawnigan. Through narrative inquiry I have realized that my gifts lie more in the realm of inspiring individuals to support the future of our students,

rather than in the running a school on a daily basis. Frost's (1959) thoughts echo loudly as I pen these words: " Yet knowing how one way leads on to way, I doubted if I ever should come back….. Two roads diverged in a wood, and I took the one less traveled by, And that has made all the difference" (p. 84). I am confident that this realization would not have occurred without the writing and reflection required in the completion of this thesis and thus I would not have realized my true 'purpose'.

Relationships

The understanding that is central to this thesis is that the identification and creation of relationships with donors who have sufficient means to create positive institutional change is paramount. My association with the Moffats has demonstrated that the creation of a partnership between the school and its major donors can prove beneficial not only for the institution, but also for the supporting family. We seek the creation of relationships, anchored in a common vision, based on trust, but ultimately linked through a mutually shared set of values and a belief in the future of Shawnigan. More importantly however, is our optimistic belief in what Shawnigan graduates can accomplish for the furtherance of humankind. We seek not a fleeting association with our donors, but a life-long partnership to create an inspirational educational institution and generations of students who understand their life-long responsibilities; a partnership that has as its foundation mutually shared values. Fundraising is not about money; it is about values. Without a doubt asking an individual for a gift involves a discussion of money, their money and your institution's need of it. But most of the discussion centers on what the institution will do with the money received and how the world will be a

better place because of that work. Asking someone for money offers a donor the chance to show what he or she believes in and what he or she is willing to do about it.

The comments of Chandler (1996) regarding donors to Hotchkiss School, who have recently completed a $100 million campaign, are equally valid at Shawnigan: "Those individuals did not make their gifts as tributes to themselves, but because they believed the students who attend Hotchkiss, both present and future, have the potential to contribute great things to our society and the world" (p.4). A common vision of the role our students can play once they graduate is the tie that binds the philanthropists who provide financial support for Shawnigan. By engaging philanthropists in discussions about our planning and goals for our students they became even more committed. This narrative inquiry has dealt with only one donor family, the Moffats; however, this theme of shared values constantly arose in my conversations with donors. The commonly held goal is to provide a well-rounded education that stresses individual responsibility and an ability to challenge the status quo. The discussion of these values is not possible without the development of a relationship based on trust. Relationships are nurtured over time and cannot be forced. The relationship with the Moffats, artificial at first, grew to become a friendship. The realization that we shared similar notions regarding not only the importance of education, but also that an education involved far more than classroom teaching, was invaluable.

Central to their belief was that a high-school education had to include a constant dialog on the meaning of values and their role in life. The discussion regarding individual responsibility grown through the dialog that has transpired. Obviously their choice of Shawnigan as a school

for their daughter indicated the Moffat's empathy for our philosophy, because they had the opportunity to place her in many schools. The teaching of responsibility is rooted in an optimism that conditions can be improved, the status quo can be challenged and that those students privileged to receive an independent education will have a life-long commitment to working to create positive change in Canada and the world. As previously mentioned, I am an idealist and an optimist--how can we live a life in education without being optimistic? Our donors are also optimists who believe in the ability of the individual to create change and they are prepared to enable opportunities for our students to learn about their potential. We must all strive as educators, as Jeavons (1994) suggests, " to nurture and educate a generation capable of the critical compassion necessary to sustain the philanthropic tradition" (p18). The philanthropic tradition speaks not only to financial support, but also to volunteerism. We must not shrink back from the discussion of the values that we hold important for they are the central guiding principles that drive the school, philanthropy and the relationships that enable the support I seek.

Strategic Planning

Shawnigan's strategic plan, funded by an enlightened donor, has enabled the school to lay down a blueprint for the next ten years. This is not a static document, but one that is constantly reviewed. All actions are taken in relation to our mission statement and core values, embedded within the plan. Critical to success in the creation of the plan was the involvement of all stakeholders: staff, board members, parents, pupils and philanthropists. Philanthropists are not interested in fleeting relationships; they want their donations to have impact, not only today, but also in perpetuity. Rosso (1988) states:

> Through the procession of the centuries, the thesis has been established that people want and have a need to give. People want to give to causes that serve the entire gamut of human and societal needs. They will give when they can be assured that the causes can demonstrate their worthiness and accountability in using the funds that they receive. (p.3)

The stronger the planning that an institution can demonstrate, the stronger the support they will attract. This has been demonstrated clearly at Shawnigan, when I have presented our plan to philanthropists I have been seeking to engage. Once the strategic plan had been completed and I was able to show it and evidence of implementation, donors became far more supportive. Each of our major-donors has a copy of the document. Frantzreb cited in Rosso (1991) provides unequivocal advice to those seeking philanthropic support: "Potential great philanthropic investors will also look at the organization's plans for its future. Has the organization designed its destiny and determined the costs of that destiny or is it waiting for destiny to implement its design?" (p.119). The anonymous donor who funded the strategic plan understood that donating money to an institution that did not plan for its future would not be investing money wisely. The donor had a clear message:

> *If you show donors a plan for the future they will support you. Too often institutions have gathered large sums of money only to build buildings they could not afford to maintain, or began projects that fell apart because sufficient prior planning hadn't occurred. I'm not*

interested in throwing money away, I'm interested in investing in the students at Shawnigan and for future generations. Show me your plans for leadership succession at the school, show me the plans for the leadership succession of the board. Show me your endowment investment policies. I'll support the school strongly when you show me a completed plan. Furthermore, I'll fund the plan, but only when everyone understands why the plan is so necessary.

The donor was unwilling to fund a planning process that would end up as a plan unread and sitting on a shelf. He was eager to fund a vibrant planning process that everyone was involved with, that looked at all aspects of Shawnigan and that would be implemented, a planning process that changed Shawnigan from an institution that reacted to change, to an educational institution that planned for and executed change. The value of strategic planning can not be underestimated and should provide the foundation for all advancement initiatives.

Institutional Advancement

Through my work in and my study of advancement I contend that Canadian educational institutions that do not rely solely on government funding must develop a broad-based, clearly articulated, advancement strategy. Failure to develop a strategy for the raising of financial support will severely limit the future of the institution. The fundraising strategy must be developed in concert with the completion of an institutional strategic plan. Neither will be

successful without the other. An advancement program demands a high level of commitment and patience from the chief executive and board of trustees, as the cultivation required is sophisticated, lengthy and requires a significant financial investment. As discussed in the narratives, long-lasting relationships must be developed between all close constituencies: staff, alumni and major donors.

A critical component of a well-planned strategy is the development of a major and planned-gifts initiative. Relationships must be created with donors who have in equal amounts a passion for the institution, are sympathetic to the institutional mission and who have the ability and desire to fund what is called for in the institution's strategic plan. Again I state that the money that is generated by advancement programs is not the end that is sought, the end is opportunities for students and teachers that are provided. Fundraising, so often thought as a necessary evil, can in fact be an engine for institutional change and rebirth. Advancement programs that have a clear plan and that are philosophically based will provide a positive educational future.

Advancement at this time is not well understood in Canada. Fundraising is viewed as a dirty job that has to be periodically completed, when finances are tight or new buildings have to be built. How wrong this view is! Far from being a necessary evil, involving donors in the opportunity to change the status quo so that an optimistic future can be planned is not a chore, but a wonderful opportunity. It is an extremely uplifting experience for both donors and solicitors. William Moffat knew immediately what I did; there was no pretense whatsoever and he was delighted to be involved in the process, a process he found especially rewarding. I

consider myself extremely fortunate to be involved in a meaningful occupation for an institution that provides daily evidence of change. Panas (1984) sums up my feelings succinctly: "The greatest game possible, the most exhilarating and consequential experience, is the adventure of confronting a potential donor with the opportunity of sharing in a great dream" (p. 115).

Endowment

Clearly identified by all Shawnigan's major-donors was the need for a strong endowment, a strong endowment linked to a strategic plan that will provide the foundation required for institutional growth today and in the future. Philanthropists require evidence of stewardship of their gifts. Tangible proof of stewardship was demonstrated with the creation of The Shawnigan Foundation to manage the school's endowment and The Shawnigan USA Fund, established in Seattle to enable philanthropic support from the USA to flow through to the school. The ability to attract increasingly larger gifts was demonstrated when I discussed our stewardship plans with our donors. Donors required proof of sound financial planning before they would commit to significant gifts.

Bold Dreams

Donors are not interested in small dreams. They wish to see their philanthropy create great change. The bolder the vision that was articulated, the more enthusiastically they sought to provide the necessary funding. When the idea of making at Shawnigan one of the finest independent boarding schools in the world was broached, current donors increased their giving and a greater number of donors sought to support the school. When they were shown the strategic

and campus plan for the future they responded by giving greater gifts. "Make no small plans," wrote Burnham (1957), "they have no power to stir men's blood and probably by themselves will not be realized " (p.3). This boldness in donors' commitment to the school is a boldness that we as a staff have to adopt, in our teaching and in the expectations we hold for the achievements of our students.

On several occasions I have thought that my writing for this thesis was complete, but as I have peeled away yet another layer, I have found deeper meaning and a cathartic, personal satisfaction in writing and reflection. The opinion of Connelly and Clandinin (1991) on narrative research resonates strongly: " The educational importance of this line of work is that it brings theoretical ideas about the nature of human life as lived to bear on educational experiences as lived" (p.3). Sifting out and understanding my true purpose through writing has been the most significant event of my life: a quest that was thankfully initiated by Bill Samuel thirty years ago. Through examining this narrative I have realized how extremely fortunate I am to have identified my purpose. Further, I am able to fulfill that purpose at Shawnigan Lake School, a school whose philosophy of education mirrors my own. Throughout this writing I have discussed the life-long responsibility of our students: I must also live a life that responds to my own responsibilities. Privileged to live a life in education, I have to share the knowledge that I have gained though this study, writing, reflection and professional practice with institutions that do not understand how to attract philanthropic support. The appendix is an encapsulation of that knowledge.

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Appendix

Major-Gift Fundraising:

An Optimistic Future Made Possible by Philanthropy

Fundraising is not a simple exercise, nor should it ever be. Fundraising is the complex process of seeking to involve people in a cause that is responsive to human needs and that is worthy of gift support. Through people involvement, the organization creates an advocacy force that constitutes the core of it strength and assures its advancement into the future (Rosso, 1991, p.15).

The writing in this thesis is philosophical in nature and has not included the detailed description of an advancement strategy to attract philanthropic support. This appendix describes the process and the necessary components of a successful major-gifts initiative. Without doubt this method of attracting philanthropic support is central to long term financial organizational health. My practice and research has demonstrated that significant philanthropic support is available if an effective advancement strategy has been developed. This appendix is written for advancement practitioners and not-for-profit organizations that seek philanthropic support.

There is no doubt that C.W. Lonsdale's dream for Shawnigan has captured the imagination of a growing number of philanthropists who are eager to help create the

school he envisaged. These philanthropists have been carefully nurtured over a six-year period and are prepared to support Shawnigan's clearly stated strategic plan. I point out immediately that the level of financial support that we attract is not the important concern. The important concern is the benefit that is derived by the school as a result of a gift, and by extension the education of generations of well-educated, motivated citizens who are not only inspired to question the status quo, but who also seek to provide solutions for the great challenges that face humankind. Donors fund new buildings, enhance current buildings, purchase additional land for the school, supply computers, fund teacher sabbaticals and further university study, provide scholarships for students who would not otherwise benefit from a Shawnigan education, in short ensure that Shawnigan is not only equipped and able to provide an education rich in value, but an education that is relevant in today's challenging times.

In an era of great change, educational institutions must develop long-range strategies to provide funding in addition to traditional revenue sources. Fulfillment of institutional goals and mission can not be accomplished without adequate funding. Institutions must work to plan for and understand what the future will hold for them. Institutions that do not strategically plan their futures will realize increasing difficulties in sustaining their current programs, let alone in planing for increased program offerings. Whilst the writing contained in this thesis documents a personal journey of understanding, the information regarding philanthropy and specifically major-gift fundraising included in this appendix has application for all philanthropists, individuals and institutions that seek philanthropic support.

Fundraising cannot exist in a vacuum. A broad-based advancement strategy must be developed and linked to the organization's strategic plan. An advancement strategy should at a minimum include the following four components: an annual fund, a regular newsletter, a major-gifts initiative and a planned-giving program. Sublett (1994) states: "Discussion has created an intense and shared awareness, reminding us as advancement professionals that, indeed, philanthropists do not come to their role through a single act of generosity, but rather through a long pattern of growth" (p. 56). The pattern can begin with a gift to the annual fund, progress to a major gift and end with a planned gift to the endowment. The key to advancement success is the engaging and subsequent involvement of a group of benefactors in a life-long relationship with an organization. This appendix describes one aspect of advancement: a program to attract major gifts, which I consider the most effective way of providing long term institutional support.

A Major Gifts Program

Major and planned-gift initiatives are the two most economical methods of raising philanthropic institutional support. The return on invested time and capital is significant, if the initiative is well planned and executed. Every advancement program should include both strategies, but the major-gifts program should be established first. The attraction of a series of major-gifts to an organization will ultimately become a catalyst for planned giving. Time should be set aside consistently to enable the program to be successful. Great discipline is required, as the time spent on identifying potential major-donors can always be spent on the myriad details that require completion in an advancement office. Major-gift fundraising is very time consuming,

as the key to success is the creation of long relationships between the organization and potential donors. However, ensuring long-term financial health requires long term strategies. In fact one should never ask for support unless the potential donor is ready to give; a process that can take weeks or many years. A relationship based on trust and a mutual regard for the mission of the organization has to be built over time; great damage can result if a donor is pushed too hard for a gift. Initially one should begin with a small, manageable group of potential major-donors.

A Major Gift

Deciding on the size of the major gift level that is sought can only be determined after an exhaustive and realistic screening of all potential donors has been concluded. The size of a gift considered major will vary with each institution, as the potential donor pool will differ. To some institutions a gift of $1,000 will be considered a major investment whilst others will not consider a gift major unless it crosses the $1 million threshold. When the program of soliciting gifts is successful the size of the major-gifts sought can be increased.

The Key Fundraising Team

Critical to success in attracting philanthropic support is the relationship between the chair of the board of trustees, the chief executive of the institution and the chief advancement professional. All three must understand advancement thoroughly and work collaboratively to create the climate necessary for success in attracting philanthropy to the organization. All three should have been central in the creation of the organization's strategic plan. All three should be

involved in identifying potential donors and subsequently be involved in all cultivation and solicitation efforts. Ultimately, however, everyone connected to the organization should understand the fundraising process and be involved in the process of attracting philanthropic support. Education in advancement of all constituents must be a continuous process.

Identification of Potential Donors

The identification of potential major-donors is central to the creation of philanthropic support. The board of trustees of the organization should be the first group considered. Louise Davies, the noted San Francisco philanthropist, quoted in Panas (1984), is adamant regarding the role of trustees: "If you serve on the board you're expected to give. You shouldn't be a director or a trustee unless you are prepared to make a gift. If you're not, get out of the way so somebody else can serve" (p.23). An honest and frank discussion regarding their financial commitment is a critical step when new trustees are recruited to join a not-for-profit board. Further, attracting strong financial support without demonstrated support from the trustees will prove extremely difficult, if not impossible. Evidence of board commitment is critical to creating a philanthropic climate. To major-donors, trustee support is concrete evidence of the fiscal strength of the institution. If board support is not readily forthcoming consideration should be given to board education and restructuring. The board should also be asked to identify potential donors from within their spheres of influence and they should be involved in their cultivation and solicitation. Attracting financial resources to the organization is a major role of the trustee. Rosso (1991) states:

> The informed, fully involved, and supportive board member who understands philanthropy and who can accept it as a force for human advancement will be the major catalytic force in making all of this happen. A continuing magnificent human accomplishment, such philanthropy will serve as a tribute to the unselfish dedication of values that move and inspire the human spirit (p.139).

Annual Fund participation is the next source of donors that should be evaluated. Accurately kept records of donor support are essential for this to be an effective exercise. For each donor, a history of giving, current addresses and any ethical information that has been gathered should be included in the database. Consistent support of the Annual Fund indicates an understanding of the philanthropic process and a desire to be supportive of the organization. Finally, the staff of the organization should be approached as they may know individuals who have demonstrated an interest in the organization. The staff should also be solicited to support the Annual Fund as this further demonstrates a strong commitment to the organization and an understanding of the philanthropic process.

The group of potential donors initially screened should be categorized into three divisions so that the group with the greatest potential is clearly identified. No more than ten potential donors should be placed in the first group to be cultivated and they should be the most supportive to the organization and be the most likely to respond positively. The list of potential donors can be

expanded when success has been encountered. The number of potential donors a solicitor can effectively manage depends on the time allocated for cultivation and solicitation.

Cultivation

Once the initial group of potential donors has been identified, the systematic cultivation that ultimately leads to solicitation should begin. A cultivation plan should be developed and a decision should be made as to who will develop the relationship with the potential donor. No program will work however, unless a regular meaningful, organized series of cultivation moves occurs. A meaningful move is an opportunity to meet with the potential donor to further educate them about the organization: a meal; a tour of the institution; a game of golf; in fact any opportunity that enables the building of the relationship between the solicitor and the potential donor. Every move should also enable the cultivator to learn more about the potential donor. The spouse should be included as often as possible as gift giving is virtually always a joint decision. Accurate, detailed notes on each meeting should be kept and always re-read before the next cultivation move. A constant, honest assessment of the progress in every relationship must be an integral part of the process. Relationships move at differing rates and thus some potential donors will be ready to be solicited sooner than others.

Solicitation

In the solicitation of a potential major donor when all the preparatory work has been completed and the time to ask for the gift has arrived, the donation simply has to be asked for. The potential donor should not be asked for a gift unless there is confidence that a positive

response will be forthcoming. Donors are not naive and they understand that they are being cultivated for philanthropic support, they expect to be asked. Panas (1984) suggests:

> Be bold and daring. Go after your top prospects with persistence and passion, and all the vigor and zeal you can muster. You will be hurt more by those who would have said 'yes' but were not asked, than by those who say 'no'. Few commandments in fund raising are as sacrosanct as this (p. 172).

The technique of actually asking for the gift is remarkably simple and there are numerous texts that describe the process. Once the education of the potential donor is complete regarding the institution and the philanthropic opportunity available, one must ask with confidence for support. Prior to the solicitation, the act of asking should be practiced many times with a colleague. Role playing the event with a colleague is a sound method of preparation. Once the gift has been asked for the solicitor should then not speak until the potential donor has finished speaking. If the solicitor speaks before the potential donor has committed, the risk of not making the most of the solicitation is probable. Phrases like " I know this is a great deal of money," or "I know the economy is not strong", must not be used. The case for support has to be stated strongly and with conviction and then the solicitor must leave the answer for the potential donor; words must not be placed in the donor's mouth. One must be prepared for agonizing silences that follow the question, but one must be unwavering in permitting the potential donor to answer first. If the research has been completed and the relationship has been built on a common

understanding, then the answer will be positive. If the answer is an immediate "yes" then the solicitor understands that the research was not complete and the sum requested was to low. The immediate "yes" indicates however, that the donor has the potential and an interest in further gifts and that the relationship must continue.

A Long-term Vision

When the process of attracting gift support from a donor has been completed the cultivation required for the next gift should begin immediately. If a positive relationship has been developed and the stewardship of the initial gift has been completed, then the process should begin once again. Panas (1984) found that the largest donors are those that have given in the past. He further suggests that almost never will it be their largest gift or their last (p.192). Donors who have found the philanthropic process to be a positive experience will often seek to identify and attract potential donors themselves from within their circles of influence. Informing donors of giving strategies therefore, is especially important. By being educated about giving strategies, major-donors are positioned to recommend suitable ways for other donors to be supportive. The educational process is a form of charitable gift awareness. As fundraisers educate affluent donors to the way they can make charitable gifts, they will impart this knowledge throughout their network, especially if the experience has been positive. Jeavons (1994) is particularly insightful in his comments: "As with any other activity, other people will be drawn to the practice if and when they see it gives our lives meaning and pleasure" (p.4). The satisfied and motivated donor has the greatest credibility of all. Potential donors have difficulty turning down a peer who has made a substantial gift.

Philanthropy--A Challenge--An Answer

The understanding that there is sufficient philanthropic support available if the organization has a credible reason for support is an important realization. The greatest transition of wealth in history will occur during the next twenty years in North America, as ten trillion dollars will pass from one generation to the next. Organizations that develop credible advancement programs have the opportunity to attract the philanthropic support they require to ensure organizational growth.

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[redacted]

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